

## **Appendix 12**

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**Appendix 12A**  
**IDAHO CODE 33-205**  
Amended 7/1/98

Title 33  
Education  
Chapter 2  
Attendance at Schools

33-205. DENIAL OF SCHOOL ATTENDANCE. The board of trustees may deny enrollment, or may deny attendance at any of its schools by expulsion, to any pupil who is an habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of trustees upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

Provided however, the board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in this state or any other state, except that the board may modify the expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the individuals with disabilities education act and section 504 of the rehabilitation act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

No pupil shall be expelled nor denied enrollment without the board of trustees having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on its own behalf, and to cross-examine any adult witnesses who may appear against him. Within reasonable period of time following such notification, the board of trustees shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the youth rehabilitation law, and an authorized representative of the board shall file a petition with the magistrate division of the district court of the county of the pupil's residence, in such form as the court may require under the provisions of section 16-1807, Idaho Code.

The superintendent of any district or the principal of any school may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school. A temporary suspension by the principal shall not exceed five (5) school days in length; and the school superintendent may extend the temporary suspension an additional ten (10) school days. Provided, that on a finding by the board of trustees that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare or safety, the board of trustees may extend the temporary suspension for an additional five (5) school days. Prior to suspending any student, the superintendent or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the superintendent or principal who suspended him upon such reasonable conditions as said superintendent or principal may prescribe. The board of trustees shall be notified of any temporary suspensions, the reasons therefore, and the response, if any, thereto.

The board of trustees of each school district shall establish the procedure to be followed by the superintendent and principals under its jurisdiction for the purpose of effecting a temporary suspension, which procedure must conform to the minimal requirements of due process.

**Appendix 12B**  
**CRIMES AND CRIMINAL PROCEDURE DEFINITIONS**

**EXCERPTS FROM\*:****United States Code Annotated****Title 18. Crimes and Criminal Procedures****Part I – Crimes****Chapter 44 – Firearms**

Current through P.L. 104-333, approved 11-12-96

*\*Note: Missing Text*

§930. Possession of firearms and dangerous weapons in Federal facilities

*\*Note: Missing Text*

(G) As used in this section:

*\*Note: Missing Text*

(2) The term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 inches in length.

**EXCERPTS FROM\*:****United States Code Annotated****Title 21. Food and Drugs****Chapter 13 – Drug Abuse Prevention and Control****Subchapter I – Control and Enforcement****Part B – Authority To Control; Standards and Schedules**

Current through P.L. 104-33, approved 11-12-96

§812. Schedules of controlled substances

*\*Note: Missing Text*

c) Initial schedules of controlled substances

Schedules I, II, III, IV, and V shall, unless and until amended<sup>1</sup> to section 811 of this title, consist of the following drugs or other substances, by whatever official name, common or usual name, chemical name, or brand name designated:

**Schedule I**

- a) Unless specifically excepted or unless listed in another schedule, any of the following opiates, including their isomers, esters, ethers, salts, and salts of isomers, esters, and ethers, whenever the existence of such isomers, esters, ethers, and salts is possible within the specific chemical designation:

(1) Acetylmethadol	(22) Etonitazene
(2) Allylprodine	(23) Etoxeridine
(3) Alphacetylmethadol	(24) Furethidine
(4) Alphameprodine	(25) Hydroxypethidine
(5) Alphamethadol	(26) Ketobemidone
(6) Benzethidine	(27) Levomoramide
(7) Betacetylmethadol	(28) Levophenacylmorphin
(8) Betameprodine	(29) Morpheridine
(9) Betamethadol	(30) Noracymethadol
(10) Betamethadol	(31) Norlevorphanol
(11) Clonitazene	(32) Normethadone
(12) Dextromoramide	(33) Norpipanone
(13) Dextrophan	(34) Phenadoxone
(14) Diampromide	(35) Phenampromide
(15) Diethylthiambutene	(36) Phenomorphan
(16) Dimenoxadol	(37) Phenoperidine
(17) Dimepheptanol	(38) Piritramide
(18) Dimethylthiambutene	(39) Prohepatazine
(19) Dioxaphetylbutyrate	(40) Properidine
(20) Dipipanone	(41) Racemoramide
(21) Ethylmethylthiambutene	(42) Trimeperidine

- b) Unless specifically excepted or unless listed in another schedule, any of the following opium derivatives, their salts, isomers, and salts of isomers whenever the existence of such salts, isomers, and salts of isomers is possible within the specific chemical designation:

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<sup>1</sup> Revised schedules are published in the Code of Federal Regulations, Part 1308 of Title 21. Food and Drug

- (1) Acetorphine.
- (2) Acetyldihydrocodeine.
- (3) Benzylmorphine.
- (4) Codeine methylbromide.
- (5) Codeine-N-Oxide.
- (6) Cyprenorphine.
- (7) Desomorphine.
- (8) Dihydromorphine.
- (9) Etorphine.
- (10) Heroin.
- (11) Hydromorphenol.
- (12) Methyldesorphine.
- (13) Methylhydromorphine.
- (14) Morphine methylbromide.
- (15) Morphine methylsulfonate.
- (16) Morphine-N-Oxide.
- (17) Myrophine.
- (18) Nicocodeine.
- (19) Nicomorphine.
- (20) Normorphine.
- (21) Pholcodine.
- (22) Thebacon.

- c) Unless specifically excepted or unless listed in another schedule, any material, compound, mixture, or preparation, which contains any quantity of the following hallucinogenic substances, or which contains any of their salts, isomers, and salts of isomers whenever the existence of such salts, isomers, and salts of isomers is possible within the specific chemical designation:
- (1) 3,4-methylenedioxy amphetamine.
  - (2) 5-methoxy-3,4-methylenedioxy amphetamine.
  - (3) 3,4,5-trimethoxy amphetamine.
  - (4) Bufotenine.
  - (5) Diethyltryptamine.
  - (6) Dimethyltryptamine.
  - (7) 4-methyl-2,5-dimethoxyamphetamine.
  - (8) Ibogaine.
  - (9) Lysergic acid diethylaminde.
  - (10) Marihuana.
  - (11) Mescaline.
  - (12) Peyote.
  - (13) N-ethyl-3piperidyl benzilate.
  - (14) N-methyl-3-piperidyl benzilate.
  - (15) Psilocybin.
  - (16) Psilocyn.
  - (17) Tetrahydorcannabinols.

**Schedule II**

- a) Unless specifically excepted or unless listed in another schedule, any of the following substances whether produced directly or indirectly by extraction from substances of vegetable origin, or independently by means of chemical synthesis, or by a combination of extraction and chemical synthesis:
- (1) Opium and opiate, and any salt, compound, derivative, or preparation of opium or opiate.
  - (2) Any salt, compound, derivative, or preparation thereof which is chemically equivalent or identical with any of the substances referred to in clause (1), except that these substances shall not include the isoquinoline alkaloids of opium.
  - (3) Opium poppy and poppy straw.
  - (4) Coca leaves except coca leaves and extracts of coca leaves from which cocaine, ecgonine, and derivatives of ecgonine or their salts have been removed; cocaine, its salts, optical and geometric isomers, and salts of isomers; ecgonine, its derivatives, their salts, isomers, and salts of isomers; or any compound mixture, or preparation which contains any quantity of the substances referred to in this paragraph.



- b) Unless specifically excepted or unless listed in another schedule, any of the following opiates, including their isomers, ester, ether, salts, and salts of isomers, ester, and ethers, whenever the existence of such isomers, esters, ethers, and salts is possible within the specific chemical designation:
- (1) Alphaprodine.
  - (2) Anileridine.
  - (3) Besitramide.
  - (4) Dihydrocodeine.
  - (5) Diphenoxylate.
  - (6) Fentanyl.
  - (7) Isomethadone.
  - (8) Levomethorphan.
  - (9) Levorphanol.
  - (10) Metazocine.
  - (11) Methadone.
  - (12) Methadone-Intermediate, 4-cyano-2-dimethylamino-4, 4-diphenyl butane.
  - (13) Moramide-Intermediate, 2-methyl-3-morpholino-1, 1-diphenylpropane-carboxylic acid.
  - (14) Pethidine.
  - (15) Pethidine-Intermediate-A, 4-cyano-1methyl-4-phenylpiperidine.
  - (16) Pethidine-Intermediate-B, ethyl-4-phenylpiperidine-4-carboxylate.
  - (17) Pethidine-Intermediate C, 1-methyl-4-phenylpiperidine-4-carboxylic acid.
  - (18) Phenazocine.
  - (19) Piminodine.
  - (20) Racemethorphan.
  - (21) Racemorphan.
- c) Unless specifically excepted or unless listed in another schedule, any injectable liquid which contains any quantity of methamphetamine, including its salts, isomers, and salts of isomers.

### **Schedule III**

- a) Unless specifically excepted or unless listed in another schedule, any material, compound, mixture, or preparation which contains any quantity of the following substances having a stimulant effect on the central nervous system:
- (1) Amphetamine, its salts, optical isomers, and salts of its optical isomers.
  - (2) Phenmetrazine and its salts.
  - (3) Any substance (except an injectable liquid) which contains any quantity of ethamphetamine, including its salts, isomers, and salts of isomers.
  - (4) Methylphenidate.

- b) Unless specifically excepted or unless listed in another schedule, any material, compound, mixture, or preparation which contains any quantity of the following substances having a depressant effect on the central nervous system:
- (1) Any substance which contains any quantity of a derivative of barbituric acid, or any salt of a derivative of barbituric acid.
  - (2) Chorhexadol.
  - (3) Glutethimide.
  - (4) Lysergic acid.
  - (5) Lysergic acid amide.
  - (6) Methypylon.
  - (7) Phencyclidine.
  - (8) Sulfondiethylmethane.
  - (9) Sulfonethylmethane.
  - (10) Sulfonmethane.
- c) Nalorphine.
- d) Unless specifically excepted or unless listed in another schedule, any material, compound, mixture, or preparation containing limited quantities of any of the following narcotic drugs, or any salts thereof:
- (1) Not more than 1.8 grams of codeine per 100 milliliters or not more than 90 milligrams per dosage unit, with an equal or greater quantity of an isoquinoline alkaloid of opium.
  - (2) Not more than 1.8 grams of codeine per 100 milliliters or not more than 90 milligrams per dosage unit, with one or more active, nonnarcotic ingredients in recognized therapeutic amounts.
  - (3) Not more than 300 milligrams of dihydrocodeinone per 100 milliliters or not more than 15 milligrams per dosage unit, with a fourfold or greater quantity of an isoquinoline alkaloid of opium.
  - (4) Not more than 300 milligrams of dihydrocodeinone per 100 milliliters or not more than 15 milligrams per dosage unit, with one or more active, nonnarcotic ingredients in recognized therapeutic amounts.
  - (5) Not more than 1.8 grams of dihydrocodeine per 100 milliliters or not more than 90 milligrams per dosage unit, with one or more active, nonnarcotic ingredients in recognized therapeutic amounts.
  - (6) Not more than 300 milligrams of ethylmorphine per 100 milliliters or not more than 15 milligrams per dosage unit, with one or more active, nonnarcotic ingredients in recognized therapeutic amounts.

- (7) Not more than 500 milligrams of opium per 100 milliliters or per 100 grams, or not more than 25 milligrams per dosage unit, with one or more active, nonnarcotic ingredients in recognized therapeutic amounts.
- (8) Not more than 50 milligrams of morphine per 100 milliliters or per 100 grams with one or more active, nonnarcotic ingredients in recognized therapeutic amounts.

e) Anabolic steroids.

**Schedule IV**

- |                      |                          |
|----------------------|--------------------------|
| (1) Barbitol.        | (7) Meprobamate.         |
| (2) Chloral betaine. | (8) Methylphenobarbital. |
| (3) Chloral hydrate. | (9) Paraldehyde.         |
| (4) Ethchlorvynol.   | (10) Petrichloral.       |
| (5) Ethinamate.      | (11) Phenobarbital.      |
| (6) Methohexital.    |                          |

**Schedule V**

Any compound, mixture, or preparation containing any of the following limited quantities of narcotic drugs, which shall include one or more nonnarcotic active medicinal ingredients in sufficient proportion to confer upon the compound, mixture, or preparation valuable medicinal qualities other than those possessed by the narcotic drug alone:

- (1) Not more than 200 milligrams of codeine per 100 milliliters or per 100 grams.
  - (2) Not more than 100 milligrams of dihydrocodeine per 100 milliliters or per 100 grams.
  - (3) Not more than 100 milligrams of ethylmorphine per 100 milliliters or per 100 grams.
  - (4) Not more than 2.5 milligrams of diphenoxylate and not less than 25 micrograms of atropine sulfate per dosage unit.
  - (5) Not more than 100 milligrams of opium per 100 milliliters or per 100 grams.
- d) Repealed. Pub. L. 98-473. Title II. §509(b). 98 Stat. 2072. (Oct. 12. 1984).

**Appendix 12C**  
**FUNCTIONAL BEHAVIORAL ASSESSMENT/  
BEHAVIORAL INTERVENTION PLAN**

**Section 1. Introduction**

The purpose of this appendix is to define and describe the components of both a functional behavioral assessment and a behavioral intervention plan as part of a positive behavioral support process to be used by school personnel. These terms are referred to in the *Idaho Special Education Manual* in sections that address behavior problems interfering with the student's learning or that of others in the educational environment. The information included in this appendix provides an overview of some strategies and techniques, but it does not advocate one philosophy over another nor will it be sufficient in providing educators all the technical assistance that may be needed.

When dealing with behavior issues of students with disabilities, it is the responsibility of all educators involved in IEP teams to be knowledgeable about the components in this appendix. Everyone shares in the responsibility of considering positive behavioral supports if student behavior needs are to be addressed. The demand to collaborate with all relevant personnel has increased in recent years in order to resolve student behavior problems that seem to interfere with academic progress in the general education curriculum and the provision FAPE. Information about who participates on an IEP team and the roles of the IEP team members can be found in Appendix 5.

Information from a functional behavioral assessment may be needed to understand why problem behavior occurs and sometimes continues to occur. A functional behavioral assessment may be needed for an initial evaluation or a reevaluation of a student, during the development or review of an individualized education program (IEP), or as part of disciplinary procedures. While conducting a functional behavioral assessment, it will be important to document any information regarding intervention strategies or teaching methods that have already been tried and whether there was ever a positive or negative impact upon the behavior. Other information that may also affect student behavior, such as environmental or medical factors, needs to be gathered. Finally, it is sometimes the response of others that paints the picture of why student behavior is occurring. Refer to Attachment B for a list of assessment resources that can be used for collecting information about why behavior exists or persists.

Based on the results of a functional behavioral assessment, a behavioral intervention plan is developed and incorporated in or attached to the IEP, when appropriate. The plan must consist of positive intervention strategies and supports to address the behavior and needs of the student. A behavioral intervention plan can be very effective in reducing the need for such extreme disciplinary measures such as suspension or expulsion. Refer to Attachment D for some ideas on positive support strategies.

A functional behavioral assessment and behavioral intervention plan are also a part of the legal requirements to follow when removing a student with a disability from his or her current

educational placement. When disciplinary actions are taken that result in the removal of a student with a disability for more than 10 cumulative school days or a change of educational placement occurs, as defined by the IDEA, the IEP team must review all evaluation and diagnostic results pertaining to the student. During this review, the IEP team must either plan to conduct a functional behavioral assessment and develop a behavioral intervention plan or determine if a student's current behavioral intervention plan needs modifications.

Conducting a functional behavioral assessment and/or developing a behavioral intervention plan can be fairly simple or quite complicated depending upon the specific concerns of the student being addressed. However, there are basic components regardless of the situation. These basic components are described further in the following sections.

## Section 2. Functional Behavioral Assessment

### A. Definition

A functional behavioral assessment is a process for gathering and recording information that can be used to develop a theory about why behavior occurs or recurs. A thorough assessment can maximize the effectiveness and efficiency of a behavioral intervention plan.

### B. Five Components and Outcomes

A functional behavioral assessment has five problem-solving components with clearly defined outcomes that require educators to be observant and to consider the world from the student's perspective. The five problem-solving components in a behavioral assessment require evaluators to (1) define the problem, (2) identify specific events, situations, and times, (3) gather other relevant information, (4) identify consequences maintaining behavior, and (5) develop a theory. This appendix includes assessment resources in Attachment B that can be acquired and used to collect specific information about a student's behavior. Sample forms in Attachment A have also been provided in this appendix and may be used with each component to document the five outcomes in the process.

The five components of the process and intended outcomes are described as follows:

1. **Define the problem** in clear, observable terms so it is recognizable to everyone and not subject to confusing interpretations. Avoid vague words and ask yourself, "What is the problem?" "What does the behavior look like?" If there are several problems, decide where to start. The sample FBA form for component 1, *Define the Problem*, may be used by evaluators to record the written description of the target behavior.

Outcome: A clear written description of the problem behavior.

2. **Identify specific events, times, and situations** in order to look for patterns that will indicate what appears to set off the problem behavior. An Antecedent-Behavior-Consequence (A-B-C) observation may be useful to record data at this point. Other

assessment methods such as interviews or checklists can also provide necessary data. Answer key questions that consider when the behavior usually occurs and usually does not occur, such as, “Who is there?” “What is going on at the time?” “What happened prior to the behavior?” and “When and where does it happen?” The sample FBA form for component 2, *Identify Events, Times, and Situations*, may be used to help summarize the specific data collected from interviews, record reviews, checklists, observations, or systematic probes in the classroom.

Outcome: The ability to predict when the problem behaviors are most likely and least likely to occur across the range of typical daily routines.

3. **Gather background information** to consider medical, physical, and social concerns; eating, diet, and sleep routines; substance abuse history; stressful events; and past interventions extending back several years. Issues may be revealed that have contributed to the occurrence of the behavior. The sample FBA form for component 3, *Gather Information*, may be used to record the information about important events or factors that tend to be associated with the problem behavior.

Outcome: Specific biological, physiological, or environmental factors that have a causal effect on the behavior may surface.

4. **Identify the consequences** that might be maintaining the behavior. This includes information about what happens after the behavior occurs that increases the likelihood that the student will perform the behavior again in the same circumstances. Identifying the consequences also means defining what the desired behavior was and examining the availability of reinforcement for that desired behavior. The sample FBA form for component 4, *Identify Consequences Maintaining the Behavior*, may be used to record what happens after the behavior occurs and how the consequences work for the student.

Outcome: Determination of what function the problem behavior appears to serve for the student and an initial identification of some potential strategies and interventions.

5. **Develop a theory** about what purpose the behavior has for the student. This would include one or more summary statements as to why the student engages in the problem behavior. Ask yourself, “What is the functional intent of the student’s behavior?” The sample FBA form for component 5, *Develop a Theory*, may be used in describing the purpose or function of the behavior.

Outcome: One or more hypotheses that describe specific behaviors, the situations in which they occur, and the consequences maintaining the behaviors in that situation.

The information gathered through this five-step process can be compiled on the *Functional Behavioral Assessment Summary* form.

### C. Process

The complexity of the five components in the functional behavioral assessment process will vary depending on the student and possible controlling factors or variables. Research on functional behavioral assessments indicates that no one method or assessment tool will provide all the outcomes mentioned and give valid, reliable results all the time. Therefore, a functional behavioral assessment could consist of assessment methods selected from a continuum of options ranging from low effort and precision to high effort and precision.

Low effort/precision				High effort/precision
Interviews/ record review	Teacher-recorded observations	Direct observations/ checklists by others	Other systematic probes in the classroom with direct observations	Assessment with direct experimental manipulation of variables in other settings

When IEP team members collaborate in a problem-solving approach, they can determine which of these assessment methods may be sufficient in gathering and recording information to develop a theory about the function of a particular behavior. The IEP team members should combine their knowledge and identify the method(s) that will most likely clarify the factors or variables that affect the student's behavior. This may mean that evaluators begin with the lowest level of assessment methods and increase efforts gradually in order to arrive at an analysis that identifies the factors or variables influencing the behavior and that can be changed to produce socially accepted outcomes.

The result of a functional behavioral assessment is that (1) the problem has been clearly defined, (2) relevant background information becomes clear, (3) behavior patterns have emerged, (4) the function of the behavior becomes apparent, and (5) the IEP team has enough information to begin discussing strategies to include in a behavioral intervention plan. The assessment process is repeated as necessary until a positive behavioral change has been sustained over time.

## Section 3. Behavioral Intervention Plan

### A. Definition

A behavioral intervention plan is comprised of practical and specific strategies designed to increase or reduce a definable set or pattern of behaviors exhibited by a student. These strategies include preventive techniques, teaching replacement behaviors or specific skills, and how to respond to the behavior of concern (refer to Attachment D in this appendix for a list of specific ideas).



**B. Components of a Behavioral Intervention Plan**

A behavioral intervention plan also involves components of a problem-solving approach. Sample forms in Attachment C may be used in writing a behavioral intervention plan and for the entire process. Research has indicated that an effective intervention plan must include the following:

1. Definition of the target behavior in measurable terms.
2. Plan of prevention that will change identified events, times, situations, or other factors that trigger the target behavior.
3. Plan to teach the student another behavior or skill that will compete with the misbehavior, and can accomplish the student's purpose with just as much immediacy and effort but in a more acceptable way.
4. How to respond to the student's behavior in a way that will reinforce appropriate behavior. The IEP team should identify reactions and consequences to the problem behaviors that will not reinforce the student's inappropriate purpose (function) or cause others greater upset and stress.
5. How to manage a crisis situation, if appropriate. (See Attachment E for crisis management guidelines.)
6. Appropriate data collection system that measures progress toward the desired goal of the plan so that if the rate of progress falls below the expectation, interventions can be changed.
7. Review date to reconsider the plan.

The sample form *Behavioral Intervention Plan*, located in Attachment C of this appendix, may be used or be written into an IEP with the corresponding goals and benchmarks/objectives.

**C. Additional Considerations in the Behavioral Intervention Plan Process**

1. Prior to implementing a behavioral intervention plan, all staff who have a responsibility in the plan must be trained to implement the plan consistently. A timeline for collecting necessary materials, making environmental arrangements, and training staff needs to be established. Specific tasks should be clearly assigned to the individuals involved. Decide how to start the intervention plan and whether it should be implemented in one portion of the student's day or throughout the entire day. Sometimes, implementation in one portion of the day may allow staff to control some of the variables and monitor the effectiveness or changes during that particular time before trying the supports throughout the day. The sample form in Attachment C, *Implementation of the Behavioral Intervention Plan*, may be used to assist the IEP team in recording what needs to occur before the plan begins.

2. Implement the plan consistently by the staff involved in the intervention plan and ensure staff are informed of their responsibilities in providing services to the student.
3. Reconsider the plan. Give the plan at least two weeks to start to work and then ask, "How is it going?" At this point, evaluate (a) how successful personnel were in implementing the plan consistently and correctly; and (b) how successful the plan was in preventing the target problem behavior or increasing new appropriate behaviors. The sample form in Attachment C, *Reconsidering the Behavioral Intervention Plan*, may be used to help the IEP team record the successes and areas of difficulties in the behavioral intervention plan after it has been implemented.
4. If the procedures and steps that have been taken are determined ineffective, alternative interventions may be selected or the IEP team may consider conducting further assessments to gain more precise information. Sometimes other factors may actually be affecting the occurrence of the problem behavior.
5. If interventions are repeatedly found to be ineffective, decide if the conditions of the intervention plan were consistent or if a different placement may be needed. Think of changes in a behavioral intervention plan as fine-tuning rather than major failures.

#### **D. The Use of Extraordinary or Aversive Discipline Procedures**

Nonaversive, low-level interventions always need to be the first option in managing student behavior. It is critical that aversive discipline management procedures be selected and supervised with the utmost care. These procedures may include seclusionary timeouts, physical restraints, room clears, etc. If any extraordinary procedures are required, they will be considered by the IEP team (including the parent), which must:

1. document the validity of the procedure;
2. document the need for the procedure with objective data; and
3. document the training of the staff who will use the procedure.

### **Section 4. Manifestation Determination**

Whenever a change of educational placement as a result of disciplinary action is contemplated or occurs, the IEP team needs to conduct a manifestation determination that is a review of the relationship between the student's disability and the behavior resulting in the disciplinary action. The IEP team must determine whether (1) the student's IEP and placement were appropriate in relation to the behavior, (2) the special education services, supplementary aids and services, and behavioral intervention strategies consistent with the IEP were provided, (3) the student had the

ability to understand the impact and consequences of the behavior, and (4) the student had the ability to control his or her behavior.

1. Functional Behavioral Assessment Results

Either before or not later than 10 days after the decision to make an educational placement change, a functional behavioral assessment must be planned if one has not been conducted and there is no behavioral intervention plan to review. The results will be critical for the IEP team to consider when carrying out a review in a manifestation determination.

2. Results of Eligibility Evaluations or Reevaluations

It is important that during any evaluation, the assessment tools and strategies used should be providing relevant information that will determine all the needs of the student, not just those that are commonly linked with the disability category in which the student has been classified. If a thorough assessment (which may include a functional behavioral assessment) has been conducted, a manifestation determination review will be easier to conduct.

3. Special Considerations by the IEP Team

During the development of any IEP, the IEP team should have considered behavior that impedes the student's learning, and that of others, and to have had positive intervention strategies and supports to address that behavior when appropriate. If a behavioral intervention plan in an IEP has been well implemented, then a manifestation determination is likely to be easier for the IEP team.

## **Section 5. Technical Assistance**

The information contained herein is a minimal presentation on positive behavioral supports including functional behavioral assessments and a behavioral intervention plan. For more information, contact your regional special education consultant:

North:	208/667-2588	Coeur d'Alene
	208/885-9060	Moscow
Southeast:	208/282-3610	Pocatello
Southwest:	208/426-4315	Boise
	208/426-4397	Boise

**Attachment A**  
**Sample Functional Behavioral Assessment Forms**

Component 1: Define the Problem .....	A12-21
Component 2: Identify Events, Times, and Situations .....	A12-22
Component 3: Gather Information.....	A12-23
Component 4: Identify Consequences Maintaining the Behavior .....	A12-24
Component 5: Develop a Theory .....	A12-25
Functional Behavioral Assessment Summary .....	A12-26

# Functional Behavioral Assessment Component 1:

## Define the Problem

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Describe the problem behavior in observable terms. Be as specific as possible. Indicate how serious each problem is (destructive, disruptive, or distracting). Decide which behavior(s) you will begin to gather information on first in order to design a behavioral intervention plan.

Description of Problem Behavior	Level of Seriousness
1. _____ _____ _____ _____ _____ _____	<input type="checkbox"/> Destructive <input type="checkbox"/> Disruptive <input type="checkbox"/> Distracting
2. _____ _____ _____ _____ _____ _____	<input type="checkbox"/> Destructive <input type="checkbox"/> Disruptive <input type="checkbox"/> Distracting
3. _____ _____ _____ _____ _____ _____	<input type="checkbox"/> Destructive <input type="checkbox"/> Disruptive <input type="checkbox"/> Distracting
4. _____ _____ _____ _____ _____ _____	<input type="checkbox"/> Destructive <input type="checkbox"/> Disruptive <input type="checkbox"/> Distracting

## Functional Behavioral Assessment Component 2: Identify Events, Times, and Situations

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Target Behavior: \_\_\_\_\_

Answer these key questions in measurable terms using specific data gathered from all the assessment tools used by the evaluation team. Patterns of behavior may emerge as you answer the questions. Be as specific as possible. General data and information will not assist the IEP team in developing an effective behavioral intervention plan.

### Who is present . . .

when the behavior tends to occur?

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when the behavior almost never occurs?

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### What is going on . . .

when the behavior tends to occur?

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when the behavior almost never occurs?

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### When does the behavior . . .

tend to occur?

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almost never occur?

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### Where does the behavior . . .

tend to occur?

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almost never occur?

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### How often does the behavior occur . . .

Per hour? \_\_\_\_\_ Per day? \_\_\_\_\_ Per week? \_\_\_\_\_

### How long does the behavior occur . . .

Per episode \_\_\_\_\_

### **Functional Behavioral Assessment Component 3: Gather Information**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Consider the following factors and record any relevant information that has or may have an impact on the student's behavior. Information can be gathered from interviews or record reviews.

1. Medical, physical, and social concerns (such as medications, illnesses, disfigurements, allergies, lack of friends, inappropriate sexual contacts)
  
  
  
  
  
  
  
  
  
  
2. Eating, diet, and sleep routines
  
  
  
  
  
  
  
  
  
  
3. Substance abuse history (types, frequency of use, when and where use occurs, legal problems related to abuse, recent increase or decrease in use)
  
  
  
  
  
  
  
  
  
  
4. Stressful events and family history (family information, siblings, difficult transitions, emotional losses, etc.)

## Functional Behavioral Assessment Component 4: Identify Consequences Maintaining the Behavior

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Target Behavior: \_\_\_\_\_

*Answer these key questions regarding what happens after the behavior occurs. Be specific using data collected about consequences. General responses do not assist in the development of an effective behavioral intervention plan.*

### What are the reactions . . .

of other people in the environment?

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of the student toward the other people?

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### When the behavior occurs, what do . . .

Teachers do?

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Peers do?

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Parents do?

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### What consequence methods have been used . . .

in the past at school and how did they work?

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at home and how did they work?

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### What seems to improve the behavior . . .

in a short period of time?

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if all else fails?

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## Functional Behavioral Assessment Component 5: Develop a Theory

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Target Behavior: \_\_\_\_\_

Use the assessment information collected about the behavior and decide what purpose or function it has for the student. The following checklist may be helpful in developing a theory. Write a theory statement at the bottom.

## Determining the Purpose of a Problem Behavior

**N      S      O**

N = Never

S = Sometimes

0 = Often

- ☐ ☐ ☐ The purpose of the behavior may be **Attention** if . . .

  - ☐ ☐ ☐ It occurs when you are not paying attention to the student (e.g., you are talking to someone else in the room, talking on the phone, too busy to have a chat, etc.).
  - ☐ ☐ ☐ It occurs when you stop paying attention to the student.

The purpose of the behavior may be to **Get/Obtain Something** if . . .

  - ☐ ☐ ☐ It occurs when you take away a favorite activity, food, toy, free time, etc.
  - ☐ ☐ ☐ It stops soon after you give the student what he or she seems to want or has recently requested.
  - ☐ ☐ ☐ It occurs when the student can't have what he or she desires.

The purpose of the behavior may be **Escape/Avoidance** if . . .

  - ☐ ☐ ☐ It occurs when you ask the student to do something (e.g., getting ready to change activities, write assignments, speak in front of peers, read in class) that he or she doesn't seem to like or want to do.
  - ☐ ☐ ☐ It stops after you stop "making demands."

The purpose of the behavior may be **Play** if . . .

  - ☐ ☐ ☐ It occurs over and over again in a cyclical manner with friends or peers.
  - ☐ ☐ ☐ It occurs when no else is around or the student seems to enjoy performing the behavior (e.g., smiles, laughs).
  - ☐ ☐ ☐ The student seems to be in his or her "own world" and can't do other things at the same time.

The purpose of the behavior may be **Self-Stimulation** if . . .

  - ☐ ☐ ☐ It tends to be performed over and over again, in a rhythmic or cyclical manner.
  - ☐ ☐ ☐ It tends to happen when there is either a lot going on or very little (e.g., noise, movement, people, activity).
  - ☐ ☐ ☐ The student can still do other things at the same time as performing the behavior.

The purpose of the behavior may be **Control/Power** if . . .

  - ☐ ☐ ☐ The student tends to be bossy.
  - ☐ ☐ ☐ The student wants to show others he or she can't be pushed around.
  - ☐ ☐ ☐ The student often refuses to comply and seems to want to disrupt the established order.

The main purpose or function of the behavior is . . .

\*Adapted from Durand & Crimmins, 1988.

## Functional Behavioral Assessment Summary

Student's Name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

**Behavior:** What is the inappropriate or unacceptable behavior to be targeted for intervention. Be specific. Give examples.

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**Events, Times, and Situations:** What specific events trigger the behavior? Include who, what, when, where, and how often information obtained from interviews, observations, assessments, or record reviews.

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**Relevant Information:** What circumstances make the behavior more likely to occur (medical concerns, diet and sleep routines, substance abuse, family history, emotional losses or social concerns, etc?)

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**Consequences:** What responses or reactions occur after the behavior that appear to maintain the behavior?

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What responses or reactions occur that appear to diminish/discourage the behavior?

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**Function of the Behavior:** To gain/obtain or escape/avoid something are the most common reasons. (Consider reasons related to attention, acceptance or affiliation, power and control, self-stimulation, self-expression, justice or revenge, a means of communication, etc.)

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**Hypothesis Statement:** For example: “On mornings when Marty misses breakfast (condition) and rides the bus for an hour (condition), he becomes angry (internal event) when his peers tease him (precipitating event). He starts to hit (behavior) students who are teasing him and says abusive words (behavior), and then they stop to tell an adult about his behavior (consequence). Escaping the teasing appears to be the purpose of the behavior.”

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**Predictions:** Statements answering the question, “What might happen if . . .?” Brainstorm possible solutions to prevent the behavior, teach new skills, or use positive or negative responses. For example:

- “If Marty eats breakfast, he will not react to the teasing by hitting other students.”
- “If Marty is taught a way to respond to teasing and control is anger, hitting will not occur.”
- “If Marty receives positive rewards for days he does not hit others, the hitting will stop.”

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Select one or more of the predictions to test the hypotheses. Develop a behavioral intervention plan. Provide ongoing support to the person(s) implementing the plan. Use the data collected during implementation of the plan in the functional behavioral assessment over time.

## **Attachment B**

### **Assessment Resources**

**Title:           Functional Assessment Observation Form**

**Purpose:**       To validate and clarify summary statements about events that predict and maintain problem behaviors. If informant methods fail to provide clear and helpful information, direct observation data will be the basis for the summary statements or hypotheses to guide development of the support plan.

**Description:**   The form is a simple, straightforward event recording procedure that maximizes the comprehensive information obtained, while avoiding lengthy anecdotal descriptions. This form can be used in multiple settings to record behaviors exhibited at a low to moderate frequency (fewer than 20 times per day). It is recommended that a time sampling approach be used (15-minute block in a one hour period). Data is collected over a period of 2 to 5 days by someone familiar with the student. The form indicates (1) the number of events of problem behavior, (2) the problem behaviors that occur together, (3) the times when the problem behavior events are most and least likely to occur, (4) events that predict problem behavior events, (5) perceptions about the maintaining function for problem behaviors, and (6) actual consequences following problem-behavior events.

**Source:**       O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior*. (pp. 35-54) . Pacific Grove, CA: Brooks/Cole Publishing.

**Ordering:**     Brooks/Cole Publishing Company  
511 Forest Lodge Road  
Pacific Grove, CA 93950-9968  
408/373-0728

**Title:           Motivation Assessment Scale**

**Purpose:**       The scale is a questionnaire designed to identify situations in which a student is likely to behave in certain ways. This information can inform decisions concerning the selection of appropriate rewards and treatments.

**Description:**   Informants are asked to rate the likelihood of behaviors occurring in different antecedent conditions. The data is then analyzed to identify the maintaining variables. The scale contains 16 brief descriptions of behavior in the form of questions. The informant responds to each description on a continuum from "never occurring" to "always occurring." Responses are scored to determine if the behavior is being reinforced by sensory stimulation, escape from an undesirable situation, attention, or some tangible reinforcer.

- Source: Durand, M., & Crimmins, D. (1992). *Motivation assessment scale*. Glenview, IL: Monaco and Associates.
- Ordering: Monaco & Associates  
1625 Blackthorn Drive  
Glenview, IL 60025  
800/798-1309
- Title: Functional Assessment Interview Form**
- Purpose: To collect information about events that influence problem behavior in order to identify those variables—settings, events, activities—that can be targeted through direct observation and/or systematic manipulation strategies.
- Description: The informants are teachers, parents, and others who have direct daily contact with the subject. The four main outcomes of a functional assessment interview are similar to the outcomes for the functional assessment process as a whole:
1. description of the behavior of concern;
  2. identification of general and more immediate physical and environmental factors that predict the occurrence and nonoccurrence of the problem behaviors;
  3. identification of the potential function of a behavior in relation to the outcomes or consequences that are maintaining them; and
  4. development of summary statements describing relationships among situations, behaviors, and their functions.
- The process ends with the interviewer completing a *Summary Statement* form, which identifies the predictor and consequences for the problem behavior.
- Source: O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior*. (pp. 9-16). Pacific Grove, CA: Brooks/Cole Publishing.
- Ordering: Brooks/Cole Publishing Company  
511 Forest Lodge Road  
Pacific Grove, CA 93950-9968  
408/373-072

**Title: Student-Directed Functional Assessment Interview**

**Purpose:** To gain the student's perspective on circumstances related to the problem behavior.

**Description:** A 20 to 40 minute interview is conducted with students who can provide reliable information. The interviewer should be someone who does not have a negative history with the subject. The main outcome of the interview corresponds to those of a functional behavioral assessment. The process ends with the interviewer completing a *Summary Statement* form, which results in the development of specific hypotheses about the function of the behavior.

**Source:** O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K. & Newton, J. S. (1997). *Functional assessment and program development for problem behavior*. (pp. 17-35). Pacific Grove, CA: Brooks/Cole Publishing.

**Ordering:** Brooks/Cole Publishing Company  
511 Forest Lodge Road  
Pacific Grove, CA 93950-9968  
408/373-0728

**Title: Problem Behavior Questionnaire**

**Purpose:** A teacher-based questionnaire to help develop a functional hypothesis of problem behavior in general education classrooms.

**Description:** A 7-point Likert scale (0-6) ranging from never to always. Informants briefly identify the problem behavior and then answer 15 questions by indicating the frequency at which statements are true, keeping in mind a typical episode of the problem behavior.

**Source:** Lewis, J., Scott, T., & Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education classrooms. *Diagnostic 19* (2-3), 103-115.

**Ordering:** Not copyrighted  
Interview guide located in the journal,  
*Diagnostic 19* (2-3), 103-115

**Title: Interaction Observation Form**

**Purpose:** Records observational data by an observer who rates frequency, intensity, and duration of the identified behaviors.

**Description:** The observer identifies the focus student and records staff requests, positive interactions, negative interactions, inappropriate behavior, and appropriate information. Observers rate frequency and severity of behaviors, including setting information. The form is generally designed for students with severe behavior difficulties related to a disability.

**Source:** Dual Diagnosis Treatment and Training Services

**Ordering:** Not copyrighted  
Dual Diagnosis Treatment and Training Services  
PO Box 738  
Parsons, KS 67357-0738

**Title:** **Student-Assisted Functional Assessment Interview**

**Purpose:** To gain the subject's perspective on likes and dislikes about school and problems that may be occurring.

**Description:** The interview guide consists of four sections. Students answer 12 questions on a Likert scale (always, sometimes, never), then are asked questions about likes, interests, and hobbies. The final two sections rate their interest in school subjects and what they like and dislike about those subjects. The interviewer should be someone who does not have a negative history with the subject.

**Source:** Kern, L., Dunlap, G., Clarke, S., & Childs, K. (1994). Student-assisted functional assessment interview. *Diagnostic* 19 (2-3), 29-39.

**Ordering:** Not copyrighted  
Interview guide located in the journal,  
*Diagnostic* 19 (2-3), 29-39

**Attachment C**  
**Sample Behavioral Intervention Plan Forms**

Behavioral Intervention Plan .....	A12-33
Implementation of the Behavioral Intervention Plan.....	A12-35
Reconsidering the Behavioral Intervention Plan .....	A12-36



## Behavioral Intervention Plan

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Target Behavior (State in observable terms, using action verbs, and identify the data collection system to measure progress):

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### Develop a Plan

Prevention: How will situations be changed that seem to be associated with the behavior?

Teach: What other behavior or skill will be taught to the student so he or she can accomplish his or her purpose in a more acceptable way?

Response: How will people respond when the problem behavior occurs so that their response does not reinforce the inappropriate behavior or cause the person interacting with the student greater upset and stress?

Prevention	Who is Responsible	How Often	Method for Monitoring Progress

Teach	Who is Responsible	How Often	Method for Monitoring Progress

Response/Crisis Management	Who is Responsible	How Often	Method for Monitoring Progress

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Target Behavior: \_\_\_\_\_

## Implementation of the Behavioral Intervention Plan

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Describe arrangements needed to implement the behavioral intervention plan.

Timeline for the plan: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Training needs: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Materials needed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Environmental arrangements: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Person Responsible	Task	Date to Initiate/Complete
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Reconsidering the Behavioral Intervention Plan

Student Name: \_\_\_\_\_ Review Date: \_\_\_\_\_

At this point, evaluate the implementation and effectiveness of the plan.

**Has everyone been able to follow the plan that was written . . .**

For preventing:

For teaching:

For responding:

For crisis management:

**Do you feel that the theory about the purpose of the behavior was correct?**

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**What positive changes have you seen?** \_\_\_\_\_

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**What areas of the plan need to be continued?** \_\_\_\_\_

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**What areas of the plan need to be changed?** \_\_\_\_\_

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**Attachment D**  
**Strategies for Behavioral Support Plans**

<b>Preventative</b>	<b>Teaching Behaviors</b>	<b>Responses</b>
Adult supervision	Direct instruction of behavioral skills	5-10 second compliance-time window
Appropriate and motivating curriculum	Functional communication training	Behavioral contracting
Assistive technology devices or services	Meaningful work projects	Differential attention
Behavioral momentum	Modeling of appropriate behavior	Group contingency
Collection of behavioral data	Momentum training with relaxation strategies	High rate of positive responses with a 4:1 ratio
Environmental engineering	Over-correction for positive practice	In-school suspension
Increased academic learning time	Self-management	Notes home
Instructional pacing	Social skills training	Parent conference
Peer involvement & influence	“Sure I will” program	Response cost lottery
Polite command statements	Technology device instruction	Seclusionary timeout
Precision requests		Structured incentives <ul style="list-style-type: none"> <li>- material reinforcers</li> <li>- social reinforcers</li> <li>- edible reinforcers</li> <li>- natural reinforcers</li> </ul>
Prompting		Token economy system
Proximity		Verbal, social praise
Quiet start requests		“What if?” chart
Short, planned activities for transition time		
Staff training		
Structured daily schedule for on-task activities		

## **Descriptions/Definitions of Behavioral Support Strategies**

### **5-10 second compliance-time window**

After a request is made, allow the student a 5-10 second time window to follow through with compliance.

### **Appropriate and motivating curriculum**

A curriculum too difficult or easy is likely to increase inappropriate behavior. An appropriate curriculum provides a student with success but is challenging enough to elicit progress. Interests, learning styles, multiple intelligences, and preferences are considered.

### **Assistive technology devices and services**

Consider the need for assistive equipment that elicits success and motivation.

### **Behavioral contracting**

Written documents are mutually agreed on between a student and a teacher specifying expected behaviors and consequences.

### **Behavioral momentum**

Student is given a series of high-compliance requests before a low-probability compliance request.

### **Data collection**

Collecting information about what triggers inappropriate behaviors and then making decisions based on data

### **Differential attention**

The teacher differentially (separately) pays attention to appropriate behavior and ignores inappropriate behavior. One way is to ignore the misbehavior, wait, and then praise any appropriate behavior. A second approach is to ignore the misbehavior of a student and praise a student nearby for the appropriate behavior.

### **Direct instruction of basic skills and/or social skills**

An instructional approach that emphasizes the use of group instruction and face-to-face instruction by teachers or aides using carefully sequenced lessons. There are specific characteristics: presentations are scripted and fast paced, skills are taught to mastery, motivation is maintained by praise and encouragement, and when students make errors, correction is immediate, using specific correction procedures.

### **Environmental engineering**

Arrangement or manipulation of the physical environment and stimuli can facilitate appropriate responses and avoid disruption.

**Functional communication training**

Appropriate forms of communication can serve to replace problem behavior that has become a means of communication for a student. Communicative responses to serve as alternatives to the inappropriate behavior are developed, such as asking for a break instead of trying to escape a difficult task.

**Group contingency**

A system for the delivery of a reward to an entire group based on the behavior of the individuals in that group. There are three basic types of group contingencies: (1) individual-all group contingency, (2) independent-group contingency, and (3) group-all group contingency.

**High rate of positive responses from teachers**

Teachers must create a positive environment by frequently reinforcing a student for appropriate and correct responses. A 4:1 ratio of positive to negative responses is recommended.

**Home notes**

The purpose of home notes is to provide clear, precise communication between school and home.

**In-school suspension**

An alternative to out-of-school suspension designed to deny a student the opportunity to receive the positive reinforcement available in the regular school setting for a fixed period of time.

**Increased academic learning time**

The amount of time the student is actually engaged in and experiencing success is increased. The time must be spent on learning essential skills and not on meaningless tasks. Teachers should try to achieve a level of academic learning time of no less than 70 percent. Variables that can be addressed are beginning on time, minimizing housekeeping tasks, and minimizing transition times.

**Instructional pacing**

If the rate at which the teacher presents instructional material to the learner is too fast or too slow, inappropriate behavior is likely to increase.

**Meaningful work projects**

Students participate in a “jobs program” within the school in which they are viewed as valuable, contributing employees of the school.

**Modeling/differential reinforcement of appropriate behavior**

A student learns behavior by observing a modeled response or practicing the desired behavior.

**Momentum training with relaxation strategies**

Teachers use a series of requests related to relaxation. Requests to use deep breathing, muscle tension-relaxation cycles, or stretching can be incorporated into direct instruction and a momentum routine.

**Over correction for positive practice**

Students intensely practice the appropriate behavior for a time period or a specific number of appropriate behaviors.

**Parent conference**

Parent must be involved in the problem resolution.

**Peer involvement**

The use of same-age and/or cross-age peers for structured social engagements, and as “buddies.”

**Planned activities for transition time**

Provide the structure for a student to close one activity and to do what is necessary before initiating the next one. Allowing students to assist in everyday housekeeping tasks that are necessary can be helpful.

**Polite command statements**

Phrase a request as a polite command statement instead of using a question format, such as “Please start your math paper,” instead of “Wouldn’t you like to start your math paper?”

**Precision commands**

Precise verbal statements enhance compliance.

**Precision requests**

Make a clear, concise statement to a student to prompt appropriate behaviors or to stop inappropriate behaviors. When a request is followed, a social reinforcer is used. When the request is not followed, a mild pre-planned negative consequence is used. If a negative consequence is delivered, repeat the request cycle until the student follows the request.

**Prompting**

A visual, auditory, or physical cue is presented to a student to facilitate a given response.

**Proximity**

A request or reprimand should be made at approximately three feet or arm’s length. Randomly walking around the room to stand near a student with problem behavior actually prevents the inappropriate behavior from occurring.

**Quiet start requests**

Make a quiet request to start a task or change a behavior, so the rest of the class is not disturbed. A low voice, a written note, or visual prompts can be effective in gaining compliance.



**Response cost lottery**

A response cost is a system in which the student loses something he or she has. A lottery means that the teacher gives each student five or more tickets with his or her name on it. If a student breaks a rule or does not follow a request, a ticket is taken away. At the end of the day, the tickets are collected from all students and three or four names are drawn to receive a reward.

**Seclusionary timeout**

Timeout is not a place; rather, it is a procedure whereby a student is removed from a reinforcing environment to a less reinforcing environment in a special place when misbehavior occurs. The room must be a room with no other purpose. A student must never be left unattended by a staff member in the room.

**Self-management procedures**

Student is taught how to monitor and manage his or her own behavior.

**Social skills training**

Instruction that focuses on skills such as social problem solving, cooperative play and work, turn-taking, and conversational skills. This instruction could be provided individually or in a group format.

**Staff training**

All staff must be thoroughly trained in the use of the interventions and the importance of data collection while using behavioral intervention strategies.

**Structured incentives**

A positive reinforcer is given to a student contingent on his or her appropriate behavior. Careful selection and use of positive reinforcers are critical. Determine which of the four types of reinforcers will be of value and desired by the student, not what the teacher or parent thinks the student should value or desire. The four types of reinforcers are material, social, edible, and natural.

**Structured daily schedule for on-task activities**

Unengaged time is likely to accelerate a student's inappropriate behaviors. Preparing and using a visual cue for a daily schedule can maximize on-task behavior. Alternative methods, which use the auditory or tactile senses of a student, could also be used.

**Supervision**

School staff must provide adequate and appropriate supervision and use teachable moments.

**“Sure I will” program**

If a teacher asks a student to do something, the student is taught to respond with the words, “Sure I will” and begin the requested behavior. It helps if the student is randomly rewarded for saying “Sure I will.”

**Token economy**

A student is rewarded with tokens that can later be exchanged for reinforcers for behavior that is occurring.

**Verbal, social praise**

Any verbal or nonverbal action by a teacher or adult that indicates approval of or satisfaction with the student's behavior. Examples: "That's good working." "I appreciate your time on-task."

**"What if?" chart**

A chart that designs a hierarchy of positive and negative consequences that details how much or how long each consequence will be used. The negative consequences increase in severity as they go down the hierarchy

### Attachment E Crisis Management Guidelines

1. If an emergency situation occurs that requires the immediate use of crisis management procedures to protect the student or others from harm, staff must notify the student's parent within 24 hours. A written description of the situation must be submitted to the appropriate administrator within 24 hours for each emergency occurrence.
2. Emergency Definition:
  - a. **Danger to others:** physical violence toward others with sufficient force to cause bodily harm;
  - b. **Danger to self:** self-abuse of sufficient force to cause bodily harm; or
  - c. **Destruction of property:** severe destruction or physical abuse of property.

It must be noted that threatened abuse toward others, self, or property may be considered an "emergency" situation if there is sufficient evidence and likelihood that the threat will lead to any of the above-mentioned behaviors if immediate action is not taken.

**Further, if an "emergency" behavior occurs more than once per week, two times in a month, or a total of four times in a year, a behavioral intervention program must be designed or reconsidered to correct the problem behavior. Repeated emergency behavior must not be allowed to continue and must be addressed in the IEP.**

3. Trained Staff:

Emergency procedures must only be used by trained and competent staff. Training must occur before implementation of any extraordinary emergency procedures. All individuals should understand the procedures. A trained staff member should be within a reasonable proximity of the student to react with the intervention if necessary.

4. Emergency Intervention Strategies:

To deal with "emergency" behavior in an effective and humane manner, a range of alternative techniques, from the least intrusive to the most intrusive, may be necessary. One possible sequence of alternatives, from least to most intrusive, would begin with alterations of the environment and progress to redirection, seclusionary timeout, physical restraint and finally, law enforcement intervention. Indicate the specific intervention strategy that will be used, for example, Mandt procedures or room clears.

**References:**

The information in this appendix was adapted from the following resources:

Crimmins, D., & Woolf, S. (1997). *Positive strategies: Training teams in positive behavior support*. Valhalla, NY: Westchester Institute for Human Development.

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Hamilton, R., Welkowitz, J., Mandeville, S., Prue, J., & Fox, T. *Prevention, teaching & responding: A planning team process for supporting students with emotional and behavioral difficulties in regular education*. Burlington, VT: The University Affiliated Program of Vermont.

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